

# Research on the Causes and Countermeasures of Professional Stress of Kindergarten Teachers: Survey from a Kindergarten in Guiyang City

Man Gu\*, Jianmin Tian, Xingmeng Yang, Dan Wang

Yunnan Normal University, Kunming 650000, China

\* Corresponding Email: 3517017183@qq.com

**Abstract:** The professional pressure of preschool teachers refers to all kinds of negative emotional experiences generated by preschool teachers in the special educational environment of preschool education, including all negative emotional experiences caused by society, kindergarten, teachers themselves and parents. This thesis takes some preschool teachers of kindergarten X in Guiyang City as the research object, and investigates some kindergarten teachers of kindergarten X in Guiyang City through the Questionnaire on the Current Situation of Occupational Stress of Preschool Teachers, and interviews the preschool teachers of the kindergarten through the interview outline, the research results show that most of the preschool teachers of the kindergarten have high occupational stress or overload; the occupational stress of preschool teachers mainly comes from the preschool teachers themselves, the study concluded that in order to alleviate the professional pressure of preschool teachers. First of all, preschool teachers should correctly understand and cope with occupational stress; secondly, kindergartens should provide a harmonious working atmosphere for preschool teachers; finally, society should strengthen its concern and support for preschool teachers.

**Keywords:** Preschool Teachers; Occupational Stress; Current Situation; Strategy.

## 1. Introduction

Career stress as a teacher is the manifestation of negative emotions such as tension, anxiety, and irritability due to long working hours, heavy workload, and excessive class size (Barnová et al, 2023). Occupational stress of preschool teachers refers to all the unpleasant emotional experiences that occur to kindergarten teachers in the special educational environment of early childhood education, caused by work situations, social influences, family support, etc., including all the pressures felt by teachers in kindergartens and teaching situations (Chen, et al, 2023). Paying attention to the professional pressure of preschool teachers is conducive to the healthy growth of children in all aspects of psychology and physiology (Nwoko, 2023). The purpose of this study was to understand the real situation of the occupational pressure of kindergarten teachers in Guiyang City, to find out the causes of the occupational pressure of kindergarten teachers in Guiyang City, and to analyze them. Secondly, it is hoped that through this survey, the kindergarten teachers will be aware of their pressure and can actively find effective ways to relieve the pressure, so as to better devote themselves to the cause of early childhood education with a positive and healthy attitude, and love the cause of early childhood education. Again, I hope to make the kindergarten aware of the professional pressure of the kindergarten teachers and help them find effective strategies to relieve the pressure; Finally, it is hoped that all sectors of society will pay attention to the professional pressure of teachers and gradually change their views on the teaching profession.

Through the investigation of the occupational stress of kindergarten teachers in Guiyang City, this study understands the current situation of occupational stress of kindergarten teachers in Guiyang City and conducts an in-depth analysis of it, finds out the causes of the stress of kindergarten teachers in Guiyang City, and puts forward reasonable

countermeasures to alleviate the occupational pressure of kindergarten teachers in Guiyang City, hoping to contribute to the research results of enriching the occupational stress of kindergarten teachers, and also hopes to provide a certain theoretical basis for the introduction of corresponding management strategies and policies and regulations for preschool education in Guiyang City.

## 2. Methods

### (1) Setting

Based on the understanding of the occupational stress of preschool teachers at home and abroad, this study compiled the "Questionnaire on the Current Situation of Occupational Stress of Preschool Teachers" by understanding the working and living conditions of kindergarten teachers in Guiyang City, and distributed 27 questionnaires to some preschool teachers (including head teachers, matching teachers, and life teachers) in X kindergarten in Guiyang City, and 27 questionnaires were recovered, with an effective rate of 100%. Through questionnaires and interviews, the author obtained detailed information on the occupational pressure of preschool teachers in Guiyang X kindergarten, and sorted out and analyzed the data.

### (2) Participants and Selection Procedure

Data were collected between September 2022 and September 2023. Participants are selected using a purposive sampling method if they meet the following criteria: (a) participants must be active early childhood education workers; (b) The participant must be a staff member of Guiyang X Kindergarten; (c) The participant is a classroom teacher. These criteria ensure that only in-service preschool teachers in Guiyang X Kindergarten and teachers who are leading classes can be included in the scope of the study.

During the study, the first author chatted with a teacher who met the requirements of the study and established a friendship. After that, the questionnaire of this study was distributed to

everyone, including 38 teachers and staff in the whole school, and 27 teachers participated in this survey. The following table lists the basic information of the 27 teachers who participated in the study (Table 1).

**Table 1.** Basic information of preschool teachers participating in this study

Participants	Sex/Age	Degree	Seniority	Class Position
DMQ	F23	Junior college education	2	Assistant teacher
LW	F27	graduate degree	5	Head teacher
ZS	F32	Junior college education	10	Assistant teacher
LS	F53	High school education	19	Childcare teachers
YM	F28	Junior college education	6	Assistant teacher
WDD	F19	Junior college education	1	Assistant teacher
XCL	F38	Junior college education	7	Head teacher
LLM	F49	High school education	15	Childcare teachers
FRM	F43	High school education	12	Childcare teachers
WCL	F23	graduate degree	2	Head teacher
TJM	F31	Bachelor degree	5	Head teacher
LSS	F29	Bachelor degree	4	Head teacher
GYT	F35	Bachelor degree	11	Head teacher
YMX	F47	Junior college education	14	Childcare teachers
WLN	F31	Bachelor degree	6	Head teacher
WGR	F26	Junior college education	4	Assistant teacher
YYN	F49	High school education	16	Childcare teachers

This time, a total of six aspects of the kindergarten teachers of the basic situation of the survey of the kindergarten, from the gender point of view of the kindergarten there are no male teachers, female teachers accounted for 100%; In terms of age, 77.7% of the total number of young teachers are under the age of 30; In terms of teaching experience, there are few mature teachers in the kindergarten, and only 14.8% of teachers have more than 10 years of teaching experience. From the analysis of academic qualifications, the kindergarten teachers have higher educational qualifications.

#### (3) Data Collection

The purpose of the first round of interviews is to understand the basic information of the faculty involved in the study and

to establish a good research relationship with them. Participants will be invited to introduce their work status, including teaching experience, education, job title, etc. The second round of interviews explores the process of teachers' work and the reasons for feeling stressed. Specifically, it includes the content of daily work, the handling of interpersonal relationships, the handling of class affairs, the implementation and management of teaching tasks, etc., as well as their specific solutions or actions to deal with these events. In the final round of interviews, participants describe the impact of professional stress on them and their career expectations.

Each interview is 45-60 minutes long and is recorded on tape with the consent of the participants. In addition, we collected diaries in which participants recorded their experiences and participants volunteered to share these diaries with us. Not all diaries are available for privacy reasons.

#### (4) Data Analysis

First, all interview transcripts were transcribed into text while preserving the anonymity of the participants. Then, because the data obtained through interviews and diaries were disparate and scattered, we conducted a macro analysis of the causes, processes, durations, and coping strategies of participants' behaviors and experiences. With "occupational stress" as the core criterion, the relevant "key events" were screened. Second, we employ a three-layer coding approach based on research purposes, including open, axial, and selective coding through NVIVO 11 software, to distinguish between major and secondary concepts, and to establish interconnections to form core categories. In the open-coding phase, open-coding is conducted separately based on initial interviews with each participant to identify meaningful cases. In the axial coding phase, we identify and summarize similar experiences of different cases at different stages and classify the initial cases into more generic coding. In the selective coding phase, all identified axial codes are integrated to determine the core classes based on homogeneity. Finally, we label excerpts from different data sources as "participant-type data" and are encoded as "participant's initials + gender abbreviation + age" (e.g., ZY-M-29). Multiple data collection methods ensure mutual validation of data. The coding process was carried out by two authors.

When there is a disagreement, it is discussed repeatedly until a consensus is reached. In addition, all 17 participants audited the results and agreed on the topics and categories developed to elaborate on their experiences.

### 3. Findings and Discussion

(1) The basic work of preschool teachers in X kindergarten in Guiyang City

One of the most important activities of preschool teachers in their professional work is education and teaching activities, and the number of classes and workload of kindergarten teachers in Guiyang City have an impact on the occupational pressure of preschool teachers.

From the above table, it can be seen that only 3.7% of preschool teachers believe that there is no pressure on the class size to exceed the standard, and the excessive class size will bring pressure to most preschool teachers, but the degree of pressure is different. The kindergarten teacher found the work to be tedious and stressful. It can be seen that the kindergarten teacher believes that the heavy workload and excessive class size will bring pressure.

**Table 2.** The relationship between teachers' work and stress

Topic	Option	Proportion(%)
Number of class members	No pressure	3.7
	Slight pressure	48.15
	High pressure	44.44
	Overload	3.7
Kindergarten work	No pressure	0
	Slight pressure	18.52
	High pressure	62.96
	Overload	18.52
Whether the workload is stressful	No pressure	0
	Slight pressure	7.41
	High pressure	85.19
	Overload	7.4

(2) The basic situation of the professional pressure of preschool teachers in terms of children and parents

The questionnaire found that the safety of young children,

communication with parents, and parents' lack of understanding and support for the work of kindergarten teachers all brought great pressure to kindergarten teachers.

**Table 3.** Relationship between parents and preschool teachers on professional stress

Topic	Option	Proportion(%)
Communicate with parents if there is pressure	No pressure	0
	Slight pressure	44.44
	High pressure	48.15
	Overload	7.41
Does the parent's evaluation of themselves be stressful	No pressure	0
	Slight pressure	14.81
	High pressure	81.48
	Overload	3.7
Will parents' incomprehension and lack of support bring stress?	No pressure	0
	Slight pressure	3.7
	High pressure	59.26
	Overload	37.04
Whether the safety of children is stressful	No pressure	0
	Slight pressure	3.7
	High pressure	25.93
	Overload	70.37

From the above table, it can be seen that the safety of children makes the kindergarten teachers have pressure, but the degree of pressure is different, 70.37% of the preschool teachers feel overloaded, 25.93% of the preschool teachers feel very stressed, and only 3.7% of the preschool teachers have slight pressure, which shows that the preschool teachers are very worried about the safety of children; Communication with parents caused stress among the kindergarten teachers, but the degree of stress was different, and 55.56% of the kindergarten teachers thought that the pressure was high or

overloaded. Parents' evaluations and some parents' lack of support and understanding of the work of preschool teachers have caused them to be stressed, but the degree of pressure is different.

(3) The basic situation of professional stress of preschool teachers in their relationships with colleagues

From the questionnaire survey results, it can be seen that the kindergarten has a tense interpersonal relationship, and most of the preschool teachers think that the tension with their colleagues makes them stressed, as shown in Table 4:

**Table 4.** The relationship between colleague relationships and occupational stress in preschool teachers

Topic	Option	Proportion(%)
Can a strained relationship between a colleague be stressful	No pressure	3.7
	Slight pressure	51.85
	High pressure	44.44
	Overload	0
Is competition among colleagues stressful?	No pressure	0
	Slight pressure	66.67
	High pressure	33.33
	Overload	0

As can be seen from the above table, most of the kindergarten teachers felt that the tension with their colleagues made them stressful, and only 3.7% of the kindergarten teachers were not stressed. The competition among colleagues caused pressure on the kindergarten

teachers, but the degree of stress varied, with 66.67% of the kindergarten teachers being slightly stressed. It can be seen that the interpersonal relationship between the teachers in the kindergarten is strained.

(4) The basic situation of professional stress in personal

ability and development of preschool teachers  
 From the results of the questionnaire survey, it can be seen that the lack of knowledge and ability of the kindergarten

teachers, and the lack of opportunities to improve their personal ability and development make the vast majority of the kindergarten teachers under pressure, as shown in Table 5:

**Table 5.** The relationship between personal development and professional stress of preschool teachers

Topic	Option	Proportion (%)
Do you feel that your ability and skills are difficult to cope with your current job?	No pressure	11.11
	Slight pressure	33.33
	High pressure	55.56
	Overload	0
Whether you feel pressured if your knowledge or concepts can't keep up with the development of the education situation	No pressure	0
	Slight pressure	44.44
	High pressure	55.56
	Overload	0
Sometimes I have to teach courses that I am not familiar with, do you feel pressure?	No pressure	3.7
	Slight pressure	22.22
	High pressure	62.96
	Overload	11.11
There are few opportunities to improve personal ability and development, whether it makes you feel stressed?	No pressure	0
	Slight pressure	22.22
	High pressure	77.78
	Overload	0
The rapid reform and change of the preschool education curriculum make you feel pressured	No pressure	0
	Slight pressure	33.33
	High pressure	62.96
	Overload	3.7

From the above table, it can be seen that 88.89% of preschool teachers believe that their lack of knowledge and ability makes them face pressure, but the degree of pressure is different. There are few opportunities to improve personal ability and professional development, which puts the kindergarten teachers under pressure, and 77.78% of the kindergarten teachers feel that the pressure is greater. It can be seen that the personal knowledge and ability of the

kindergarten teachers have not been improved.

(5) Basic information on the pressures of preschool teachers in terms of social status and salary

From the results of the questionnaire survey, it can be seen that the kindergarten teachers generally believe that their social status is not high, and the society's expectations for preschool teachers are high, and they feel pressured by high requirements and low salaries, as shown in Table 6:

**Table 6.** The relationship between social status and salary and the professional pressure of teachers

Topic	Option	Proportion (%)
Does the social status of a kindergarten teacher stress you?	No pressure	0
	Slight pressure	3.7
	High pressure	59.26
	Overload	37.04
Does society's demands on teachers stress you?	No pressure	0
	Slight pressure	11.11
	High pressure	70.37
	Overload	18.52
Are you stressed by the changes and developments in the early childhood curriculum?	No pressure	0
	Slight pressure	33.33
	High pressure	62.96
	Overload	3.7
Does the salary package stress you?	No pressure	0
	Slight pressure	0
	High pressure	77.78
	Overload	22.22

From the above table, it can be seen that the kindergarten teachers felt that their low social status made them stressed, but the degree of stress was different, and 59.26% of the kindergarten teachers felt more stressed. 70.37% of the preschool teachers thought that the high requirements and high pressure of the society made them feel more stressed; The low salary made 77.78% of preschool teachers feel more stressed. It can be seen that the kindergarten teacher feels pressure in terms of social status and salary.

Through the investigation of the current situation of the occupational pressure of preschool teachers in Guiyang X

kindergarten, it is found that the occupational pressure of preschool teachers in the kindergarten comes from the heavy work, tedious and specific work, tense relationship with colleagues, insufficient knowledge and ability, insufficient personal ability and professional development, low social status and salary. To sum up, the reasons for the pressure of preschool teachers in the kindergarten can be discussed in depth from the four aspects of teachers themselves, kindergartens, society and parents, so as to further put forward suggestions to alleviate the professional pressure of preschool teachers in kindergartens.

## 4. Conclusion

(1) Discussion on the causes of professional stress in teachers

Factors from the teachers themselves

As the country attaches more and more importance to preschool education, new educational concepts are constantly updated, and the ability requirements for current preschool teachers are getting higher and higher, and the existing knowledge or ability of teachers cannot catch up with the needs of society, so preschool teachers need to constantly update their knowledge base and learn new skills. In the survey, 88.89% of preschool teachers think that their knowledge and skills are difficult to cope with their current work; In addition, preschool teachers generally feel that their knowledge or concepts cannot keep up with the development of the form of education and feel pressured.

"Because I only graduated from junior college, I felt that I still didn't learn enough compared to those graduate and undergraduate students, which made me feel less confident in kindergarten and feel very stressed when dealing with things." (WGQ-F-26).

In addition, in the questionnaire, it can be seen that the majority of preschool teachers feel that there is little opportunity to improve their abilities and development, which makes them feel very stressed. More than 70% of preschool teachers are under a lot of stress because they do not have the opportunity to improve their abilities, and 22.22% of preschool teachers feel slightly stressed. Through communication with the kindergarten teachers, it was learned that they believed that further education and expatriate study were important to improve their personal skills, but there were few or no opportunities for further study and expatriate study.

"I think we still have to keep pace with the times, that is, to learn for life, if we only rely on what we learn in school for the rest of our lives, it is not enough, because the times are developing, and children are different, but we do not have such activities in kindergarten, or opportunities for us to learn." (FRM-F-43).

Factors from the kindergarten side

Workload can have an impact on teacher stress. The results of the study showed that 85.19% of the preschool teachers thought that the stress was high, 7.41% of the preschool teachers thought that the pressure was overloaded, and only 7.41% of the preschool teachers felt mild stress.

According to the survey, the workload of preschool teachers is mainly reflected in the following aspects: First, there is too much copywriting. In addition to the daily teaching activities, preschool teachers have endless copywriting work, such as the need to make various plans, write observation records, various summaries, regional registration forms, make play teaching aids, etc., and most of them are repetitive work, which requires teachers to spend rest time to do, which leads to the extension of teachers' working hours; Second, the excessive number of kindergarten classes has increased the professional pressure of preschool teachers. Through the investigation of Guiyang X kindergarten, it was learned that the kindergarten has an average of about 34 people per class, about 40 people per class in the middle class, and about 45 people per class in the large class. The increase in the number of children not only increases the difficulty of preschool teachers' management, but also makes it more difficult to ensure the safety of children, which brings a lot of pressure to teachers. Third, the

inspection of superiors and the festival activities held in the kindergarten have increased the pressure on preschool teachers.

"Every time I go to the top to inspect the kindergarten is the most stressful time, not only to write some documents to check, but all these inspections are linked to wages and bonuses, if you do not meet the requirements, you will not only be criticized but also be deducted wages, the salary will be less pitiful, if you deduct it again, you will get less salary, and how to support your family. Others are going to visit the kindergarten in a few words, and they are doing a lot of hygiene, but others go in a circle and leave. Every festival has to rehearse the program in advance, at this time, the teaching activities can not be left behind, and at the same time, the program rehearsal must be taken into account, it is really too tiring." (YMX-F-47).

These have greatly increased the professional pressure of preschool teachers. In addition, strained relationships with colleagues can also be stressful for teachers. A good interpersonal environment can make preschool teachers more motivated and effective in their work. On the contrary, if there is a conflict with colleagues, it will distract the preschool teacher and prevent him from concentrating on his or her work. If there is a need to cooperate with each other, the cooperation between them is not very good.

"I don't want to come to work every day, children are very cute, but they don't understand the world of adults, the world of adults is very complicated, everyone is calculating for a little profit, I think it's very boring." (LSS-F-29).

In addition, low salaries increase the professional pressure of preschool teachers. According to the interviews with the kindergarten teachers, the salary of the kindergarten teachers is generally 1500-2500 yuan, and 96.3% of the kindergarten teachers believe that their salary is lower than that of other industries.

"To be honest, I was very unhappy with the salary, which was very difficult to support my family, and the work in the kindergarten was so varied and varied that I needed a variety of skills, which was very different from the work I put in. At that time, many students in our class saw that the salary of preschool education was so low, and they gradually changed careers to do something else." (XCL-F-38).

Preschool teachers undertake a lot of work every day, which takes up a lot of teachers' time, causing huge pressure on teachers' energy, brain power and body. However, the imbalance between the pay and the income of preschool teachers has made preschool teachers have a huge sense of loss, and some preschool teachers have to take on the responsibility of supporting their families, and the low income increases the professional pressure of preschool teachers.

Factors from the parent side

Early childhood teachers feel a lot of pressure about the safety of young children, because parents are overly sensitive to the safety of their children, which makes teachers nervous all the time, and in the long run, teachers feel tired.

"Originally, there were a lot of kindergarten children, if they had some accidents because of playing, it was actually very normal, and in the process of their play, they would also accidentally hurt each other because they didn't know the strength, these are very normal phenomena, but in the eyes of parents, these things are gradually amplified, and no matter what the reason is, the first responsibility is our teacher." (WDD-F-19).

Kindergarten is generally 3-6 years old children, self-care ability is weak, due to the number of children in the class is larger, teachers have limited energy, safety accidents are inevitable, when things happen, teachers not only have to be responsible for their own mistakes, but also be prepared to be a series of questions and condemnation by parents. At the same time, kindergarten leaders not only have to criticize teachers, but also have corresponding punishments such as salary deductions and even expulsion, all of which make preschool teachers more stressed. In the interview with the teacher, I learned that some parents are too concerned about the safety of their children, and they knock a little bit in the kindergarten, and they think that it is caused by the teacher's negligence, even if the teacher explains the reason, some parents still do not give up, which undoubtedly increases the pressure on the preschool teacher.

Factors from the social aspect

Low social status can lead to professional stress for preschool teachers. In terms of the social status of preschool teachers, 3.7% of the preschool teachers felt that they were slightly stressed compared with the status of primary and secondary school teachers in the society, 59.26% of the preschool teachers felt more stressed, and 37.04% of the preschool teachers thought that their pressure was overloaded. In terms of the social role of preschool teachers, 51.85% of preschool teachers considered them to be "nannies", 37.04% of preschool teachers considered them "playmates", and only 3.7% of preschool teachers considered them "teachers". On this basis, we can see that the current social status of kindergarten teachers in China is not very high, and some people regard kindergarten teachers as nannies and playmates, which shows that many people have certain discrimination against teachers.

"When it comes to kindergarten teachers, they generally think that they are taking care of children, and they think that teachers are just coaxing children." (GYT-F-35).

In fact, the work of kindergarten teachers is not easy, in addition to arranging one-day activities suitable for children's physical and mental development, but also to take care of children's eating, drinking and Lazar in the kindergarten for a day, to ensure the safety of children in the kindergarten, but also to make play teaching aids environment creation activities, participate in various teaching aids production competitions, teacher skills competitions, etc. This kind of high-tech, high-intensity work is respectable in the whole society, but some people regard kindergarten teachers as "senior nannies" and "playmates", over the years, the Internet often breaks the news of teachers abusing children, so that they lose confidence in the job of teachers, and increase the professional pressure of preschool teachers(Yin et al, 2023).

In addition, the high expectations and high requirements for preschool teachers increase the professional pressure of preschool teachers. From ancient times to the present, teachers have been regarded as a noble profession, from the ancient "heaven and earth prince teacher" to today's "gardener who cultivates the flowers of the motherland" has embodied the sacredness and greatness of teachers(Wiltshire, 2024). With the development of preschool education in China, the rise of the new concept of early childhood education, the work of preschool teachers put forward higher requirements and standards, not only to have advanced educational concepts, excellent teaching activity design ability, good environmental design ability, but also to be good at dealing with the relationship with parents, at the same time, because the

education object of preschool teachers is generally 3-6 years old children, so the work of preschool teachers is more detailed, not only to do a good job in kindergarten teaching, take care of the safety of children, It is also necessary to do a good job in the inspection of kindergarten leaders and various competitions, which brings a lot of pressure to kindergarten teachers.

"You may think that we are just taking children to play, this is the expectation of the parent society for our teachers, or their ideas, in fact, we still have to do topics, we still have to do research, we also have to do a series of things such as environmental innovation, and sometimes, we have to teach children some specific skills under the expectations of parents, but in fact, this has violated the teaching method in the principle of education." (YM-F-28).

Teachers' psychological stress will not only affect teachers' working conditions and the development of educational and teaching activities, but also have an adverse impact on the healthy growth of children(Karimi et al,2023;Bostic et al,2023).

(2) Suggestions for relieving professional stress for teachers

Preschool teachers should correctly understand and cope with professional pressure

Self-regulation is an effective way for preschool teachers to reduce their own psychological pressure. First of all, we need to face up to the current pressures(Bunjak et al, 2023;Wilson et al,2023). Everyone has pressure, and it is not the thing itself that crushes people, but the emotions brought about by this matter, so when encountering pressure, first analyze what is the reason behind the bad result of this matter, see if you can solve it, and if you can't solve it, you should seek help from the outside world in time. At the same time, you can also talk to good friends, travel, self-regulation and other ways to relieve your pressure. Secondly, preschool teachers themselves should also keep pace with the times, update their own concepts of early childhood education, so that their professional level can meet or exceed the requirements of the job. At the same time, efforts should be made to maintain good interpersonal relationships with parents and colleagues, so that the work can be carried out smoothly(Byun, et al,2023).

Kindergartens should provide a harmonious working atmosphere for preschool teachers

A harmonious and loving working atmosphere is conducive to relieving the pressure on preschool teachers. First of all, kindergartens should reduce unnecessary inspections. Unnecessary inspections can drain a lot of energy from the preschool teacher's day-to-day life(Trauernicht, et al,2023). Therefore, kindergarten administrators should minimize unnecessary surprise inspections to reduce their work pressure and allow them to devote more time to teaching. Secondly, kindergartens can provide more opportunities for teachers to further education and training. Education authorities and kindergartens should encourage teachers to actively participate in continuing education and training, and provide equal opportunities for continuing education. Finally, kindergartens should provide psychological counseling and counseling for teachers(Liping, et al,2023). Kindergartens should pay attention to the stress of preschool teachers and organize lectures and training on mental health, so that teachers can understand the basic knowledge of mental health care and learn how to cope with work pressure.

Strengthen the society's attention and support for preschool

teachers

First of all, the government should effectively improve the salary and social status of kindergarten teachers. Only after the most basic needs of life have been met, can preschool teachers devote themselves to early childhood education without worries(Stein et al,2024). Government departments should further improve the relevant laws and regulations, implement the rights and treatment of preschool teachers, ensure their legitimate rights and interests, and at the same time should increase investment in preschool education, increase the salary of preschool teachers, so that they can devote themselves to early childhood education with peace of mind. Secondly, the society should improve its understanding of kindergarten teachers and establish reasonable expectations. Parents' support and understanding can improve the motivation of preschool teachers( Rogers et al,2023). Some parents think that all the education of children in kindergarten should be handed over to preschool teachers, which is very unfavorable to play the role of home co-education, so parents should also learn more about the concept of parenting, understand the difficulty of preschool teachers' work, and actively cooperate with preschool teacher education. Finally, reasonable expectations should be established for the profession of early childhood teacher. Excessive expectations can cause stress for preschool teachers, which in turn can affect the performance of preschool teachers. Kindergarten teachers are also human beings, and society should be more tolerant of them and allow them the opportunity to correct their mistakes. The news media should report more on the positive side of kindergarten teachers, understand more about the significance of the work of kindergarten teachers, and give them more care and understanding.

Education is essential to the prosperity of a nation, and early education is the foundation of all education. With the attention of the society to preschool education, preschool education has become a kind of education based on quality education, aiming to promote the coordinated development of children's body and mind. And now some people still have some misconceptions about the work of kindergarten teachers. Society should recognize the existence of professional stress in preschool teachers and help them find effective strategies to relieve stress. In addition, it is hoped that all sectors of society will pay attention to the professional pressure of teachers and gradually change their views on preschool teachers.

## References

- [1] Barnová S, Gabrhelová G, Krásna S, et al. Teacher Resilience and Coping with Teacher Stress in Vocational Schools[J]. *Societies*, 2023, 13(9): 204.
- [2] Bostic B, Schock N, Jeon L, et al. Early childhood teachers' sense of community and work engagement: Associations with children's social, emotional, and behavioral functioning[J]. *Journal of School Psychology*, 2023, 98: 133-147.
- [3] Byun S, Jeon L. Early childhood teachers' work environment, perceived personal stress, and professional commitment in South Korea[C]//*Child & Youth Care Forum*. New York: Springer US, 2023, 52(5): 1019-1039.
- [4] Bunjak A, Černe M, Nagy N, et al. Job demands and burnout: The multilevel boundary conditions of collective trust and competitive pressure[J]. *Human Relations*, 2023, 76(5): 657-688.
- [5] Chen S, Ntim S Y, Zhao Y, et al. Characteristics and influencing factors of early childhood teachers' work stress and burnout: A comparative study between China, Ghana, and Pakistan[J]. *Frontiers in Psychology*, 2023, 14: 1115866.
- [6] He C, Feng T, Xiong J, et al. The relationship between negative workplace gossip and thriving at work among Chinese kindergarten teachers: the roles of psychological contract breach and bianzhi[J]. *Frontiers in Psychology*, 2023, 14: 1198316.
- [7] Karimi M N, Adam S B. A Structural Equation Modeling Analysis of the Relationships between Perceived Occupational Stress, Burnout, and Teacher Resilience[J]. *Second Language Teacher Education (SLTE)*, 2023, 2(1).
- [8] Liping G, Mingming H, Song S, et al. Latent analysis of the relationship between burnout experienced by Chinese preschool teachers and their professional engagement and career development aspirations[J]. *Early Years*, 2023, 43(4-5): 1060-1074.
- [9] Nwoko J C, Emeto T I, Malau-Aduli A E O, et al. A systematic review of the factors that influence teachers' occupational wellbeing[J]. *International journal of environmental research and public health*, 2023, 20(12): 6070.
- [10] Rogers M, Ng J, McNamara C. Early childhood educator's burnout: A systematic review of the determinants and effectiveness of interventions[J]. *Issues in educational research*, 2023, 33(1): 173-206.
- [11] Stein R, Garay M, Nguyen A. It matters: Early childhood mental health, educator stress, and burnout[J]. *Early Childhood Education Journal*, 2024, 52(2): 333-344.
- [12] Trauernicht M, Anders Y, Oppermann E, et al. Early childhood educators' emotional exhaustion and the frequency of educational activities in preschool[J]. *European Early Childhood Education Research Journal*, 2023, 31(6): 1016-1032.
- [13] Wiltshire C A. Early childhood education teacher workforce: Stress in relation to identity and choices[J]. *Early Childhood Education Journal*, 2024, 52(4): 655-668.
- [14] Wilson D, Plesko C, Brockie T N, et al. The well-being of head start teachers: a scoping literature review[J]. *Journal of early childhood teacher education*, 2023, 44(4): 747-772.
- [15] Yin H, Tam W W Y, Park M, et al. Emotional labour matters for kindergarten teachers: An examination of the antecedents and consequences[J]. *The Asia-Pacific Education Researcher*, 2023, 32(2): 239-249.